Application for Federal Assista	ance SF-424	
* 1. Type of Submission:	* 2. Type of Application:	* if Revision, select appropriate letter(s):
Preapplication .	X New	
X Application	Continuation	* Other (Specify):
Changed/Corrected Application	Revision	
* 3. Date Received:	4. Applicant Identifier:	
02/04/2014		
		Ch. Foliant Annual Landson
5a. Federal Entity Identifier.		5b. Federal Award Identifier:
State Use Only:		
6. Date Received by State:	7. State Applicatio	n Identifier:
8. APPLICANT INFORMATION:	. ,	
*a.Legal Name: Children's Defe	ense Fund	
* b. Employer/Taxpayer Identification Nu	ımber (EINİTIN):	-* c. Organizational DUNS:
52-0895622		0986873200000
d. Address:	•	
• Street: 25 E Street,	ŊW	
Street2:		
*City: Washington		
County/Parish:		
* State:	*	DC: District of Columbia
Province:		
* Country:		USA: UNITED STATES
*Zip / Postal Code: 20001-1522		
e. Organizational Unit:		
Department Name:	· · · · · · · · · · · · · · · · · · ·	Division Name:
f. Name and contact information of	person to be contacted on	matters involving this application:
Prefix: Dr.	* First Na	
Middle Name: G.		
*Last Name: Maridada, II		
Suffix:	 	
Title: Director of Education 1	Policy .	
Organizational Affiliation:		
California Countries		
*Telephone Number: 800-233-120	.0	Fax Number: 202-662-3580
		FAX10HIDDI. (202-002-3580
*Email: tmaridada@childrensde	efense.org	

Application for Federal Assistance SF-424
16. Congressional Districts Of:
*a, Applicant DC-001 *b, Program/Project, HI-002
Attach an additional list of Program/Project Congressional Districts if needed.
Approximation Education Extends and Approximation
17. Proposed Project:
*a, Start Date: 06/01/2014 *b. End Date: 05/31/2016
18. Estimated Funding (\$):
*a. Federal 199,978.00
* b. Applicant 68,140.00
c State 0.00
*d. Local 0.00
*e. Other 0.00
*f. Program Income 0.00
*g. TOTAL 268, 118.00
*19. Is Application Subject to Review By State Under Executive Order 12372 Process? a. This application was made available to the State under the Executive Order 12372 Process for review on . b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372. *20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)
Yes No If "Yes", provide explanation and attach
21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any faise, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001) ** AGREE ** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.
Authorized Representative:
Prefix Dr. * First Name: Thomas
Middle Name: G.
* Last Name: Maridada, II Suffix:
*Title: Director of Education Policy
* Telephone Number: 800-233-1200 . Fax Number: 202-662-3580
*Emall tmaridada@childrensdefense.org
* Signature of Authorized Representative: Thomas Mandade * Date Signed: 02/04/2014

Signature of Authorized Representative:

Janas Maridada Date: 5/22/1

Application	for Federal Assistance SF-424
*9, Type of #	pplicant 1: Select Applicant Type:
M: Nonprof	it with 501C3 IRS Status (Other than Institution of Higher Education) .
Type of Applic	ant 2: Select Applicant Type:
<u> </u>	
Type of Applic	ant 3: Select Applicant Type:
* Other (specif	50.
*10 Name o	Federal Agency:
·]	ntal Protection Agency
	f Federal Domestic Assistance Number:
66.951	Troducti Source to trouse to
CFDA Title:	
Environme	ntal Education Grants
	Opportunits Allumbor
* 12. Funding	Opportunity Number.
* Title:	
,	ntal Education Model Grants Solicitation Notice for 2013
13. Competi	ion Identification Number:
Title:	
14. Areas Af	ected by Project (Cities, Countles, States, etc.):
	. Add Arta of the analysis of
* 15. Descriz	tive Title of Applicant's Project:
	Makai (Mountain to Sea)
I	ting documents as specified in agency instructions.
20074100	TORONS CARROLLAND AND THE CARROLLAND CONTROL OF THE CARROLLAND CONTROL
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SECTION B - BUDGET CATEGORIES

6. Object Class Categories	Ţ	GRANT PROGRAM, FUNCTION OR ACTIVITY					Т	Total		
e. Object Class Categories	(1)	(2)	(3	B)	(4	[]	+	(5)
	ľ	N/A	-1	n/A	آ(1	\- -/
	ŀ									
								W. C.		
									1	
a. Personnel	\$	20,200.00	\$	30,300.00	\$		\$		\$	50,500.00
b. Fringe Benefits		6,060.00		. 9,090.00						15,150.00
c. Travel		14,240.00		0.00						14,240.00
d. Equipment		. 0.00		0.00						
e. Supplies		5,500.00		11,750.00						17,250.00
f. Contractual		76,600.00		17,000-00						93,600.00
g. Construction		0.00		0.00						
h. Other		72,500.00		0.00						72,500.00
I. Total Direct Charges (sum of 6a-6h)		195,100.00		68,140.00					\$	263,240.00
j. Indirect Charges		4,878.00		0.00					\$	4,878.00
k. TOTALS (sum of 61 and 6j)	\$	199,978.00	\$	60,140.00	\$		\$	-	ş	268,118.00
									T	
7. Program Income	\$	0.00	\$	0.00	\$		\$		\$	

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	Mauka to Makai (Mountain to Sea)									
Applicant and Fiscal Agent: Children's Defense Fund										
	BUDGET DETAIL (Two-Year Grant Period)									
BUDGET	CATEGORY	Year 1	Year 2	EPA Funds	Non - EPA Funds	Total Funds a				
1. PERSONNEL										
	iect Supervisor (PS - Match)			POPE SE	\$ (
	professional from Children's									
,	ide daily supervision to the					13 4 57.				
	t Director. PS will review									
, -	agency regulations to ensure									
	scal and administrative									
	es. Year 1 starting salary of									
	ual increase (Match: Year 1	_	_							
\$15,000 + Year 2 \$15,30		0.	0	0	30,300	30,300				
	iect Director (PD) - A part-									
	fessional with a diverse					2				
	organizational skills will	~								
	y operation of the MM grant									
	include: coordinating the									
	ant programming, facilitating tring partnerships, recruiting					W. P. H. N. V. J.				
	I families, documenting all									
	ormed by each partner so that]								
	ability occur and monitoring									
	d reports and meaningful									
: 1 1	ing salary of \$10,000 with a									
	Year 1 \$10,000 + Year 2		ĺ							
\$10,200 = \$20,200 total		10,000	10,200	20,200		20,200				
	Subtotal Personnel	10,000	10,200	20,200	30,300	50,500				

2. FRINGE BENEFITS]	ko vina ila	25 45 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	\$11 3 AV 80
a. Standard, county government fringe benefit	ts .				
package (Match) - "required by state and federa					
law." This package includes 30% of the gross salar	y				* 2 0
for the MM Project Supervisor The fringe benefit					
package includes: FICA (social security), Stat	e				
Retirement, Federal and State Unemployment (FUT)	4				
and SUTA), Medical Insurance, a small life policy	7,			agratical Same	
Workman's Compensation and Medicare deductio	n i				
(Match: Year 1 $$4,500 + Year 2 $4,590 = $9,09$	0		1987	44% 200.5 mil	
Match).	0	0	0	9,090	9,090
b. Standard, county government fringe benefit			177.56		
package - "required by state and federal law." Thi	s .	*			
package includes 30% of the gross salary for the MA	1				沙海等 不知识
Project Director. The fringe benefits packag					
includes: FICA (social security), State Retirement					AND AND SERVICE
Federal and State Unemployment (FUTA and					
SUTA), Medical Insurance, a small life policy					
Workman's Compensation and Medicare deduction			to a particular		新新教育教育
(Year 1 \$3,000 + Year 2 \$3,060 = \$6,060 total).	3,000	3,060	6,060		6,060
Subtotal Fringe Benefit	3,000	3,060	6,060	9,090	15,150
3. TRAVEL					
a. Local Travel - Includes funds for student trave	1				
using licensed school bus or charter service to and	1			11 (1) (1) (1) (1) (1) (1) (1) (1) (1) (
from partner events (Kohala Center Reef Teach	,		200 W. S.		等图》表。
Kohala Center Kohala Watershed Project, Imilos	1				
Astronomy Center, NOAA Marine excursions, etc.)			4822	
during Mauka to Makai learning program (\$500 per					7. 25 (1. 12 Sin)
day x12 days per year = \$6,000 per year) Total or	f				不够的"家 "
\$12,000.	6,000	6,000	12,000	Bern H. Mark	12,000

		4			
b. Local Travel - Includes funds for mileage to			AN OF THE	n magailte mar an	
reimburse teachers and Project Director travel to and	-				
from professional development (Kohala Center Reef			77 F 1427-74		- 10 V
Teach, Kohala Center Kohala Watershed Project,		-			2 22 14
Imiloa Astronomy Center, NOAA excursions, Monk	,		Wall Jan Ta		
Seal Foundation events) during Mauka to Makai					
learning program (2,000 miles per year x \$0.56 per				A STATE OF THE STA	
mile = \$1,120 per year) Total of \$2,240.	1,120	1,120	2,240		2,240
Subtotal Travel	7,120	7,120	14,240	# 1 Se & 2 O	14,240
4. SUPPLIES					
a. Program Supplies - Includes funds used in the	-		\$ 60 TE 1500		
implementation and execution of MM to include, but					
not be limited to: environmental learning materials	-				
(\$875); parent / community outreach (\$550);					
professional development materials (\$600) and					
classroom curriculum materials (\$725); Freedom					
School curriculum materials (Match: \$5,875 per year		•	2612	第25章	
x two-year grant = \$11,750 Match). Total \$2,750					
per year x two-year grant = \$5,500.	2,750	2,750	5,500	11,750	17,250
Subtotal Supplies	2,750	2,750	5,500	11,750	17,250
5. CONTRACTUAL				delet side: Aus	
a. Field Study Excursions - Funds will be used to				347.42.47.11	
provide students, K - 12, with environmental					
education field study programs offered by local	1			40 to 10 to	
Hawaiian organizations: Kohala Center Kohala	1				
Watersed Project native forest ecosystem and	1				
reforestation service learning project (\$6,125 per					
year); Kohala Center Reef Teach coral reef ecosystem	1				
and stewardship experiences (\$5,100 per year);	1				
NOAA Marine excursions to study deepwater	Ī		100		
environments and wildlife (\$4,925); Imiloa					
Astronomy Center high elevation biodiversity,					
climate change and ecosystem connectivity field	20,300	20,300	40,600		40,600

study (\$4,150 per year). Total: \$20,300 per year x					
two-year grant = \$40,600.					
b. Professional Development (Match) - Funds will be					
used to provide annual Freedom School educators					
with required Children's Defense Fund Freedom					
Schools curriculum training (Match: Year 1 \$8,500 +					
Year 2 \$8,500 = \$17,000 Match).	0	0	. 0,	17,000	17,000
b. Professional Development - Funds will be used to	•		化对于可能	E4147846.74	
provide annual environmental education professional	•				
development experiences for Freedom School	:				
educators and collaborating public school faculty to					
build teacher content knowledge and environmental	:				AND STREET
education instructional quality, including: NOAA					
marine wildlife and habitat diversity (\$3,250); Kohala		,			
Center Reef Teach coral reef ecology, water quality					
and sustainability (\$3,250); Kohala Center Kohala					
Watershed Project native forests, water quality,			34.4		
invasive species threats, remediation and recovery	•				
strategies (\$2,850); 'Imiloa Astronomy Center natural				主要的人 医乳毒	
history of high elevation flora, fauna and climate					
change workshop (\$3,875); Monk Seal Foundation					4.0.
endangered species protection, threats and recovery					
strategies (\$2,775). Total: \$16,000 for entire grant			111111111111111111111111111111111111111		
period.	0	16,000	16,000		16,000

h. Evaluation/Consulta	tion - Funds will be used to			S. 2.12 S. S. S.		
	fessional evaluation team.		•			A Section 1
	d (fiscal agent / LEA) will			2.5		
allocate approximately	10% of federal grant funds to					
cover the costs of e	valuation. An experienced		İ		- 37 () 1945	WW. 700
research / evaluation	organization will provide				E200	
process and outcome	evaluation of the EPA		-			
Environmental Educa	tion Model Grant using					
multiple, validated as	sessment tools to provide					
ongoing analysis of pr	ogram results. The expenses				Same care as	
represented include eval	uators' consultant fees, travel,					
supplies, office expense	s and computer-related costs.					
Evaluators will also atte	nd required conferences and			2.50 m		
provide special manage	ment, program and technical					1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
assistance as part of thi	s fee to deliver services and]			
consultation that staff	cannot provide. An external	ļ	ļ			
evaluator will be chosen	based on the results of a bid					
procedure, to complete	duties that partners lack the		ĺ			以 為自由於
capacity to accomplish.		10,000	10,000	20,000		20,000
	Subtotal Contractual	30,300	46,300	76,600	17,000	93,600
6. OTHER				Yayah		
a. Community Projects	(EPA Environmental				37/200	
Education Model Grant	Subgrants) - CDF will	1				
award a total of \$50,000	in subgrants (25% of federal	<u> </u>				
funding for project per g	rant requirements) to eligible					
applicants selected by th	e organization upon				No. of the second	
completion of a competit	ive RFP process.	0	50,000	50,000		50,000
b. Educator Training S	tipends / Substitute Teachers					
- Funds will be used to p	rovide stipends to educators					
	nal development activities					
outside of normal school	day or reimburse					
•						
•	substitute teacher expenses		22,500	22,500		22,500

	(\$75 per day x 300 stipend Total of \$22,500 for entire				
	Subtotal Other	0	72,500	72,500	0 72,500
7. TOTAL D	IRECT COSTS (lines 1-6)	\$53,170	\$141,930	\$195,100	\$68,140 \$263,240
1	Costs (CDF does not have	•			
federally approved Indir	ect cost Rate).	\$1,329	\$3,548	\$4,878	\$4,878
9. 1	OTAL COSTS (lines 7-8)	\$54,499	\$145,478	\$199,978	\$68,140 \$268,118

Mauka to Makai: Appendix

- 1. Timeline
- 2. Logic Model
- 3. Programmatic Capability and Past Performance
 - 4. Letters of Commitment

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A. PROJECT SUMMARY

The Children's Defense Fund operating in Kailua Kona (Big Island), Hawaii proposes an EPA Environmental Education Model Grant to increase student, educator and community understanding of environmental issues impacting Hawaii. The proposed project, entitled Mauka to Makai (MM – translation: Mountain to Sea), will expand student, educator, family and community knowledge of critical Hawaiian high elevation mountain / native forest / coastal / coral reef / deepwater marine ecosystems, explore the impact climate change has on vulnerable ecosystems, study diverse water quality, habitat and wildlife topics and highlight the local, regional and national importance of these invaluable natural resources.

i. Organization and Partnerships:

(1) Organization - Children's Defense Fund (CDF - applicant / fiscal agent) will implement Mauka to Makai across three public school complexes and three Freedom Schools summer learning centers educating a total of

7.397 students along	the Kona and Kohala	Coasts of Hawaii:

Academic Indicator	Konawaena Complex	Kealakehe Complex	Kohala Complex
School Enrollment	2,169	4,413	815
Total # of Schools Served	6	5	3
% Native Hawaiian Students	50.6%	41.3%	44.4%
% Free / Reduced Lunch	62.6%	55.1%	59.6%
% Elementary Proficient-Reading	67%	60%	64%
% Elementary Proficient-Math	65%	54%	61%
% Elementary Proficient-Science	20%	27% .	43%
% High School Proficient-Reading	75%	73%	66%
% High School Proficient - Math	35%	31%	31%
% High School Proficient - Science	24%	4%	22%
High School Graduation Rate	76.1%	74.2%	91%
High School Dropout Rate	20.2%	17.9%	1.8%
% Schools Not Meeting AYP	67%	80%	33%
# Complex schools in NCLB School Improvement Status	Restructuring – 2 Schools; SI 2 – 1	Restructuring — 3 schools	Restructuring – 2 schools

- (2) Management and Location Maka to Makai was collaboratively designed by a planning Task Force of CDF education experts, complex and school administrators, teachers, students, parents and community partners. Children's Defense Fund will implement Mauka to Makai in targeted Big Island schools to diversify and improve environmental education opportunities and promote improved academic performance in all core subjects in low performing, high-poverty schools serving a significant number of Native Hawaiian students. Activities will include on-site student learning experiences, on-site professional development for K -12 classroom educators, field study trips for elementary, middle and high school students to local and regional natural areas / environmental education centers (Kohala Center, 'Imiloa Astronomy Center, NOAA Marine Excursions, Kohala Watershed Project, KALO Camps and Hawaiian Legacy Hardwood Native Forest) and field-based professional development for educators at local and regional nature preserves and science-based learning centers (Kohala Watershed Project, 'Imiloa Astronomy Center, Kohala Center, NOAA Marine Study). Project Coordination: Upon receiving a grant award, the planning Task Force responsible for developing this proposal will transition into an Advisory Board responsible for monitoring implementation progress and evaluation data to promote continuous project improvement, regulatory compliance and fiscal efficiency. The CDF Hawaii Freedom Schools Director (Lilinoi Grace, see Appendix for resume) will serve as the Project Director and coordinate all MM activities across collaborating school complexes CDF Freedom Schools and field locations during the two-year grant period. The Project Director will organize teacher and student recruitment strategies at each site to ensure the project benefits the maximum number of students and teachers possible. Participating Freedom Schools educators and public school teachers will receive a stipend to compensate for time engaged in activities occurring outside the normal school operating schedule.
- (3) Key Partners Implementation of the two-year project will be a collaborative effort linking CDF, Freedom Schools (see Appendix Programmatic Capability and Past Performance for description of Freedom Schools) and public school complexes with outstanding partners that will expand student, educator and community access to environmental education resources. Key partners and primary roles include:
- The Kohala Center: The Kohala Center is an independent, not-for-profit academic institute for research and education in the environmental sciences. The Kohala Center implements multiple resource preservation,

protection and education programs designed to increase community-wide knowledge of unique and threatened Hawaiian ecosystems, species and resources. *Mauka to Makai* will expand student and educator access to two Kohala Center initiatives; 1) *Reef Teach* – a coral reef education and protection effort to prepare students and adults to become reef stewards who educate visitors exploring Kahalu'u Bay about the vulnerability and ecology of Hawaiian reefs and 2) Kohala Watershed Project – a land-based stewardship effort to conserve native biodiversity, protect freshwater resources, restore native forests, reduce the impact of invasive species and educate youth and adults about ecologically sensitive forest and riparian environments. Kohala Center partnership activities will include student field experiences, professional development and community projects.

- National Oceanic and Atmospheric Administration (NOAA) Marine Fisheries Service Pacific Islands Regional Office: NOAA Pacific Islands Education Outreach will offer field study excursions to K 12 students and professional development experiences for educators to increase environmental knowledge of marine environments / marine species and promote integration of marine sciences into classroom education. Students and teachers will board NOAA vessels and study humpback whales, spinner dolphins, sea turtles, Hawaiian monk seals and marine food chains.
- 'Imiloa Astronomy Center: 'Imiloa (part of the University of Hawaii / Mauna Kea Observatory complex on the summit of Mauna Kea) environmental educators will lead excursions atop the tallest mountain in the world (measured from its base on the ocean floor) that focus on high elevation habitats, species and threats to high elevation environments. 'Imiloa educators will offer professional development experiences to help classroom teachers to facilitate integration of mauka (mountain) to makai (sea) concepts into daily instruction to increase understanding of environmental connectivity.
- Monk Seal Foundation (MSF): MSF is an independent not-for-profit environmental organization dedicated to the preservation of the Hawaiian Monk Seal, one of the most endangered mammals in the United States. Environmental educators and scientists will collaborate with teachers to increase teacher knowledge of the endangered species of Hawaii with an emphasis on the Hawaiian Monk Seal and marine mammals and improve teacher capacity to integrate the study of endangered species, threats to species survivability and species recovery science into K 12 classroom instruction.
- American Association of University Women (AAUW): CDF will initiate a partnership with AAUW to offer students and families career development workshops that expand awareness of diverse postsecondary education and career opportunities in environmental fields.

ii. Summary:

The Children's Defense Fund seeks funding to initiate Mauka to Makai, a project designed to improve environmental education in targeted Hawaii schools (the project has never received funding from the EPA Environmental Education Model Grant or other source). The project will greatly enhance the quality and diversity of education in Freedom Schools summer learning centers and partner complex schools (serving grades K - 12) by integrating environmental themes across all core and non-core academic subjects with a culturally appropriate emphasis on the mountain to sea resources of Hawaii. The nationally and internationally significant environments of Hawaii Island are irreplaceable and filled with flora and fauna found nowhere else on Earth. Hawaiian ecosystems are delicate and vulnerable to numerous threats, including but not limited to invasive species, climate change, water quality and habitat loss that impact the long-term integrity and quality of these critical environments. The unique quality of Hawaiian nature and the delicate balance of life - from the heights of Mauna Kea (13,802 ft. above sea level -- tallest mountain in the world from base to summit) to the coral reefs of Kahalu'u Bay -- make Hawaii a perfect vehicle for the study of both locally relevant and globally important environmental education issues in K - 12 classrooms. Through a combination of direct student learning experiences, professional development for summer learning and classroom educators and strengthened partnerships linking public schools and local environmental agencies, CDF will implement an environmental education model that will increase community-wide knowledge of important environmental issues and foster the critical thinking skills needed to help students, educators, families and the community make decisions and adopt behaviors positively impacted by a stronger sense of environmental responsibility and stewardship. Mauka to Makai is a model program that can be replicated across the nation with local partners and national experts. The project can be replicated with a similar focus on land to water resource issues or its focus can change with geographic location to highlight the regional environmental priorities of any given area. Implementation of Mauka to Makai will help CDF achieve the following goals (see Project Evaluation for Objectives and Performance Measures):

Goal 1: To increase student achievement in Hawaii Island schools.

Goal 2: To enhance the environmental knowledge of students and teachers.

Goal 3: To foster community-wide environmental stewardship.

Mauka to Makai addresses all EPA Educational Priorities and most Environmental Priorities, including (see Project

Description for alignment of priorities to programming elements):

EPA Educational Priority	EPA Environmental Priority
Capacity Building	Climate Change
Educational Advancement	Taking Action on Toxics
Community Projects	Making a Difference in Communities
Human Health and Environment	Protecting Water
Teaching Skills	

The project complies with the EPA definition of environmental education by presenting scientifically valid information about diverse environmental issues in a manner that promotes critical thinking and equips stakeholders with the skills to make informed, responsible environmental decisions without advocating youth, educators, families or community members to adopt a specific viewpoint.

iii. Implementation Delivery Method:

CDF and collaborating partners will implement *Mauka to Makai* during a two-year grant period from June 1, 2014 to May 31, 2016. Activities will include student field study excursions, professional development, classroom learning, career development and special projects funded by sub-grants from CDF to eligible entities. The

following chart outlines project implementation strategies (see Project Description for details):

Mauka to Makai Activities	Delivery of Services
Field Experiences	 Students will complete field study excursions — on land and on sea — to develop greater understanding of critical environmental issues (four elementary, four middle and four high school excursions per year — 12 total student field experiences).
Professional Development	 CDF will partner with multiple environmental organizations and resource management agencies to offer professional development workshops for Freedom Schools summer teachers and public school classroom educators (five elementary, five middle and five high school workshops – 15 total professional development events).
Career Development	 American Association of University Women will collaborate with institutions of higher education on the island of Hawaii to offer seminars that increase student / family knowledge of postsecondary education and career opportunities in diverse environmental fields (two middle and two high school seminars per year – total of eight college / career development seminars).
Community Projects	 CDF will link students, educators and families to community projects through multiple competitive sub-grants (required by EPA) that focus on classroom enrichment, environmental restoration and community engagement (total of ten sub-grant projects).

iv. Audience:

Children's Defense Fund Hawaii Freedom Schools and collaborating Hawaii public schools educate 7,397 students attending 14 schools and three summer Freedom Schools on the Kona and Kohala Coasts of Hawaii. The island of Hawaii is one of the most ecologically diverse locations in the world and supports 11 of 13 global climate zones (biglisland.org, 2014). CDF will introduce Hawaiian students to the remarkable environment of their home island through student, teacher and community education efforts. Mauka to Makai will benefit all Kona and Kohala Coast public school students through improved classroom instruction / environmental learning experiences and up to 120 educators from three school complexes and three CDF Freedom Schools through outstanding professional development in environmental education. The following chart outlines key demographic indicators of targeted school communities:

Indicators	Kailua-Kona	Hawi	Honaunau	Kapaau	Honokaa	Honalo	Nation
% Poverty	7.6%	7.5%	10.3%	7.4%	8.4%	13.4%	15.3%
% Child Poverty	7.8%	17.2%	7.9%	11.9%	13.0%	15.3%	21.6%
Per Capita Income	\$27,805	\$21,739	\$22,706	\$22,255	\$22,576	\$24,500	\$26,059
% Unemployed	8.0%	9.0%	6.2%	5.1%	12.9%	5.0%	8.1%
% Bachelor Degree	17.7%	8.8%	12.9%	19.0%	13.3%	14.8%	17.7%

The region is home to a rich culture closely linked to the land, water and natural resources of land and sea. The natural resources of Hawaii play an important role in the culture, economic wellbeing and sustainability of

communities, families and students of the region. Because the island is home to diverse climate zones, endemic flora and fauna, endangered species and unique marine environments, the protection of mountain to sea resources and the understanding of Hawaii's complex natural systems are critical to the long-term viability of local communities, economies and cultural traditions. *Mauka to Makai* will provide CDF with the funding needed to reinvigorate environmental education in schools and the community and increase community knowledge of environmental issues to promote responsible resource stewardship. Targeted schools serve predominantly low-income, Native Hawaiian students and families. Implementation of *Mauka to Makai* will expand environmental conversations into often overlooked communities to engage low-income minority families in environmental education that increases awareness of critical environmental issues across all demographic groups and builds more widespread support for responsible environmental decision-making and stewardship.

v. Costs:

Children's Defense Fund requests \$199,978 in federal funding from the Environmental Protection Agency to

implement a two-year Environmental Education Model Grant.

Mauka to Makai Activities	Anticipated Expenses	% of Total Budget
Field Experiences	\$77,848	39%
Professional Development	\$53,248	27%
Career Development	\$18,882	9%
Community Projects	\$50,000	25%

B. PROJECT DESCRIPTION

CDF will implement Mauka to Makai across three public school complexes and three CDF summer Freedom Schools learning centers that, when combined, create a continuous, year-round learning pathway to improve education delivery and outcomes in all academic and non-academic subjects for all grade levels, K-12.

1. What:

Mauka to Makai is two-year project that will enhance environmental education strategies in targeted schools and expand community-wide access to accurate environmental information needed to promote critical thinking across diverse content areas, EPA Educational Priorities and EPA Environmental Priorities. The chart below aligns EPA educational and environmental priorities and project goals (see *Project Summary*) to strategies used to improve outcomes:

Educational Priority	Project Goal	Strategy
Capacity Building	Goal 1 Goal 2 Goal 3	 CDF will enhance teacher content knowledge and pedagogy skills to enhance instructional quality and expand school capacity to deliver a high-quality environmental education experience to current and future cohorts of Hawaiian students.
Educational Advancement	Goal 1 Goal 2	 Mauka to Makai will strengthen environmental instruction at Freedom Schools learning centers and public schools to promote improvement in both core academic subjects and environmental education.
Community Projects	Goal 1 Goal 3	 Students / teachers will participate in native Koa reforestation, endangered Monk Seal / Green Sea Turtle species protection and coral reef restoration projects to build a community-wide environmental stewardship priority.
Human Health & Environment	Goal 3	 Topics of study will include the link between mountain to sea resource quality and environmental health to human health and quality of life.
Teaching Skills	Goal 1 Goal 2	 Professional development will expand teacher knowledge of environmental concepts while improving mastery of environmental education pedagogy.
Career Development	Goal 1 Goal 2 Goal 3	 CDF will partner with community businesses and American Association of University Women to host environmental postsecondary education / career seminars for Hawaiian youth and their families.
Environmental Priority	Project Goal	Strategy
Climate Change	Goal 1 Goal 2 Goal 3	 Mauka to Makai will explore the impact climate change has high-elevation mountain environments, endangered species, native forests, coral reefs, marine ecosystems and subsequent impacts on human health.
Taking Action	Goal 2	Students and educators will study water contamination and remediation

on Toxics	Goal 3	strategies (primary focus on agricultural runoff and coral reef / marine health).
Making a Difference in Communities	Goal 3	• Students, educators, families and community will participate in native forest, coral reef and endangered species habitat restoration projects to build community engagement in environmental protection efforts and strengthen environmental responsibility / stewardship.
Protecting Water	Goal 1 Goal 2 Goal 3	• Mauka to Makai will focus content on the diverse freshwater, anchialine and saltwater-based environments of Hawaii and the issues that threaten the quality / sustainability of these resources.

Implementation of the project will reinvigorate education in underserved schools, increase student participation in environmental education, enhance teacher content knowledge of environmental issues relevant to Kona and Kohala Coast communities and strengthen family / community commitment to responsible environmental decision-making. Model / Replicability: Mauka to Makai will assess the impact school-based integration of environmental education strategies into daily classroom instruction has on the delivery of Common Core curricula and student achievement. Integration of a theme-based learning model that reflects the local and regional natural resources of the community will ground K – 12 education in relevant examples that shape the life experiences of students, educators, families and the community and bring esoteric concepts to life through hands-on, accessible examples. This approach is easily replicable across schools / communities through the identification of local environmental priorities and environmental education partners. The core elements of the model – student field experiences, professional development, career development, community projects – can remain constant as agencies seeking to replicate the model adjust content and partners to reflect place-specific local, regional and national priorities / resources.

2. Why:

Hawaii Island is one of the most ecologically sensitive, vulnerable and important location in the United States. Students, educators, families and communities are surrounded by diverse land and sea environments - these resources and the ways in which people interact with them impact human health, ecosystem health, wildlife populations, local economies, career opportunities and future development priorities. Despite the important role Hawaiian resources and environments play in local, regional and national priorities, too few students, educators, families and community members are engaged in environmental education necessary to enhance knowledge and promote responsible choices. Mauka to Makai - designed by a Task Force of CDF education experts, school complex administrators, teachers, partners and students - will provide CDF with a vehicle to promote deeper understanding of local natural environments and national environmental issues while strengthening K - 12 academic programs for underserved, academically underperforming youth. Project goals reflect school, complex and community priorities to provide outstanding education opportunities for high-needs youth. The project is designed to improve academic performance while simultaneously linking education initiatives to career / postsecondary education preparatory strategies and community improvement projects. Mauka to Makai will fill gaps in current education and community programs that limit community-wide engagement in environmental issues and reduce the effectiveness of resource stewardship projects because efforts lack diverse and substantial community support. Mauka to Makai will improve community awareness of environmental issues while strengthening a community-wide imperative to protect vulnerable, valuable, irreplaceable natural resources.

3. How:

Implementation of Mauka to Makai will be a collaborative effort linking Children's Defense Fund, CDF Freedom Schools, public schools (grades K – 12) and Big Island partners to improve education opportunities for diverse, low-achieving, low-income, at-risk youth. The two-year project will include four environmental education strategies aligned to EPA Educational and Environmental Priorities: 1) Field Experiences; 2) Professional Development; 3) Career Development and 4) Community Projects.

Field Experiences: Students from collaborating schools will participate in field study excursions to local and regional natural areas, protected environments and partner environmental education centers. Field experiences, aligned to grade level Common Core expectations, will supplement environmental theme-based instruction in Freedom Schools and classrooms with hands-on learning that brings academic study to life in natural mountain, rainforest, desert, riparian, coastal, coral reef and marine learning laboratories. Field experiences will increase student, educator and family (parents will be encouraged to participate as chaperones / volunteers) interaction with nature and vulnerable Hawaiian land and sea resources to increase environmental knowledge and foster informed, critical thinking about environmental issues and environmental stewardship. Mauka to Makai will offer four field experiences per year per education level:

Grade	Fall Excursion	Spring Excursion	Summer Excursion	Summer Excursion
	 'Imiloa Astronomy 	 Kohala Watershed 	• Reef Teach: Coral	• NOAA: Marine
Elementary	Center: High	Project: Native Koa	Reef and Near-Shore	Deep-Water
(K-5)	Elevation Biodiversity	Forest Biodiversity	Biodiversity	Biodiversity
	• 'Imiloa Astronomy	 Kohala Watershed 	• Reef Teach: Reef	• NOAA: Marine
	Center: Mountain to	Project: Native	Ecosystems and	Ecosystems and
Middle	Sea Native Hawaiian	Forests and Native	Native Hawaiian	Native Hawaiian
(6-8)	Stewardship Legacy	Hawaiian Culture	Culture	Culture
	• 'Imiloa Astronomy	• Kohala Watershed	• Reef Teach: Climate	• <u>NOAA</u> :
	Center: Climate	Project: Invasive	Change and Water	Overfishing and
High	Change and High	Species and	Quality Threats to	Threats to Marine
(9-12)	Elevation Ecology	Extinction	Coral Reefs	and Human Health

Professional Development: CDF will partner with land and sea-based environmental agencies / organizations to increase teacher content knowledge of critical environmental issues impacting the plants, animals, people, resources, habitats, ecosystems and climate zones of Hawaii. Professional development partners will equip teachers with the skills needed to infuse environmental themes across all core academic subjects and utilize validated instructional methods to teach environmental education in K – 12 classrooms. Workshops will improve teacher content knowledge of multiple EPA Environmental Priorities – protecting water, climate change, taking action on toxics, making a difference in communities – through the study of locally, nationally and internationally important land and sea environments. Activities will connect K – 12 educators to outstanding climatologists, biologists, reef experts, marine scientists, forest specialists, resource managers, educators and other experts to ensure high-quality experiences for teachers educating low-performing youth. The following chart outlines professional development partners and professional development content aligned to Common Core education standards and EPA Environmental Priorities:

Mauka to Makai: Professional Development Partners and Content
Kohala Center Reef Teach Project
• Elementary: Biodiversity of coral reefs, anchialine pools and tide pools.
• Middle: Reef resources, food webs and Native Hawaiian resource use and management.
High: Climate change and water quality threats to coral reef ecosystems.
Kohala Center Kohala Watershed Project
• Elementary: Native Koa forest biodiversity and endemic species of Hawaii.
Middle: Native forests, food webs and Native Hawaiian culture.
High: Invasive species and extinction of native Hawaiian flora and fauna.
Imiloa Astronomy Center
• Elementary: Mountain and high-elevation biodiversity.
• Middle: Mauka (mountain) to makai (sea) ecosystem connectivity and Native Hawaiian resource stewardship
• High: Ecological impacts of climate change on high-elevation environments.
NOAA Fisheries Service Pacific Island Region
• Elementary: Biodiversity of open water and deep-water marine environments.
• Middle: Marine ecosystems, food webs and Native Hawaiian culture.
• High: Overfishing and threats to marine ecosystem health and human health.
Monk Seal Foundation
• Elementary: Endangered marine and reef species of Hawaii.
Middle: Protecting endangered marine and reef species.
• High: Population science and endangered species restoration strategies in Hawaii.

Career Development: Hawaiian educators will link academic programs and environmental education initiatives to career development strategies that inform students of future opportunities in diverse environmental career fields. CDF will partner with the American Association of University Women (AAUW) to offer postsecondary education and career awareness workshops to middle and high school students that introduce youth to diverse postsecondary education fields of study and environmental careers. Professors from diverse academic departments, admissions counselors, financial aid counselors and career development officers — connected to CDF and schools through AAUW — will meet with students and parents on a quarterly basis to explore environmental and resource-based

fields of study and careers directly linked to the concepts and environments explored by students during the twoyear grant. Middle school workshops will focus on increased exposure to fields of study and careers; high school seminars will focus on fields of study, careers, entrance requirements and application / financial aid awareness to facilitate increased enrollment in postsecondary environmental programs (Total of eight sessions per year — four middle school and four high school workshops).

Community Projects (Sub-grantee Awards: An important component of Mauka to Makai is the strengthening of community environmental knowledge to foster an increased community-wide imperative to protect sensitive Hawaiian resources and make responsible environmental stewardship decisions. CDF will partner with numerous local non-profit organizations, agencies, schools and university departments through a competitive Mauka to Makai Community Projects competition to select and fund important projects that promise to increase positive environmental outcomes. CDF will solicit proposals from eligible sub-grantees and review proposals to fund projects that result in a tangible community benefit aligned to grant goals and objectives. Grant managers will review sub-grant proposals and award funds to projects that meet at least one EPA Education Priority and at least one EPA Environmental Priority. Preference will be given to projects that engage students, families or educators in environmental protection, restoration or education initiatives. Preference will be given to projects that address the natural environments and content areas studied during implementation of Mauka to Makai (CDF will award up to five preference points per priority as specified in future sub-grant requests for proposals). CDF will award a total of \$50,000 in federal funds (25% of requested EPA support) through sub-grants to successful applicants (subgrantees will receive a maximum of \$5,000 in federal funds during the grant period). Children's Defense Fund grant managers will monitor implementation of sub-grants to verify completion of proposed activities, assess alignment with EPA Educational and Environmental Priorities and ensure equal access to projects implemented by sub-grantees in compliance with all local, state and federal non-discrimination policies.

4. Who:

Children's Defense Fund will implement Mauka to Makai across three public school complexes and three CDF Freedom Schools summer learning centers that educate a low-income, underserved, racially diverse student body that is often disengaged from the environmentalism movement (see Project Summary section for demographic and academic profile chart of targeted schools). Mauka to Makai will increase low-income and Native Hawaiian student, family and community engagement in environmental conversations critical to ensuring a diversity of perspectives shape community, family and individual environmental priorities. Project Capacity: Mauka to Makai will serve students and educators from Konawaena, Kealakehe and Kohala Complexes. Project elements will improve the quality of academic instruction and expand environmental education options for a total of 7,397 students (45.4% Native Hawaiian; 59.1% free / reduced lunch). Professional development workshops conducted by local partners will improve the environmental content knowledge and instructional skills of up to 120 teachers, grades K - 12. Recruitment: CDF will recruit students from all grade levels and school complexes and educators from all grade levels and core academic subject areas to attend Mauka to Makai events to maximize positive teacher quality and student achievement outcomes. The Project Director will organize activities to serve the maximum number of students / educators / families / community members possible within budget constraints. Field experiences and professional development activities will serve elementary, middle and high school students and teachers from all grade levels; career development events will benefit middle and high school youth and families; community projects will engage students, families and community members of all backgrounds to promote increased environmental literacy and knowledge. Grant managers will market all opportunities throughout targeted school complexes and encourage equal access to project activities regardless of gender, race, national origin, ethnicity, religion, disability, sexual orientation, veteran status or other protected class.

C. PROJECT EVALUATION

Children's Defense Fund (applicant / Fiscal Agent) will contract with an independent evaluation team to complete a thorough project evaluation. The evaluation team will be selected from a pool of applicants responding to an open and fair bidding procedure that adheres to federal protocols. CDF will seek an external evaluator because the organization and local impoverished schools – facing budget cuts and layoffs – lack the resources to conduct a fair, objective internal evaluation of the two-year project. CDF will openly participate in national evaluation efforts. **Evaluation Plan:** Evaluators will utilize the *FORECAST* (FORmative Evaluation, Consultation, And System Techniques) model to evaluate *Mauka to Makai*. FORECAST (Goodman, 1998) – a research-based evaluation model with success in education environments – employs four components to assess process and outcome objectives: 1) Action <u>Model</u> of grant program will guide implementation; 2) <u>Markers</u> will identify indicators of progress, both process and outcome, to assess achievement of the model; 3) Measures will evaluate achievement of

markers; and 4) Meaning uses data from the measures to assess outcomes, thus determining impact of the project. Use of this model will provide a structured approach to evaluation and yield reliable data that can be used by grant managers to make outcome-driven decisions. Process / Outcome Evaluation: An experienced Evaluation Team will conduct a thorough evaluation of all project elements, measuring both process and outcome indicators. Process Evaluation: Process evaluation is an internal necessity for staff and planners to determine if Mauka to Makai is being implemented as intended. Ongoing analysis will provide feedback pertaining to the achievement of implementation timelines. Process measures will ensure that activities occur in a timely manner so that completion of the project will yield proposed outcomes. A Mauka to Makai Timeline (see Appendix), developed by the planning Task Force, will serve as an evaluation tool allowing evaluators to determine compliance with the scope / schedule of the project. Outcome Evaluation: Outcome evaluation answers the question: "What was the impact of the EPA Environmental Education Model grant?" Mauka to Makai outcome objectives will measure project success and its impact on participating students/families. Performance indicators that measure outcomes across each goal – aligned to EPA Educational and Environmental Priorities – will serve as baseline measures used to assess progress. Performance Measures: Evaluation will review activities / expenditures to assess progress in meeting goals and objectives:

objectives:			
Goal 1: To inc	rease student achi	evement in Hawaii	Island schools.
Objective 1.1: Improve student perform	mance on state-adn	inistered academic	assessments.
Measure 1.1a: Increase % students achieving basic or above on reading / ELA assessment by a minimum of 5% by end of grant period, 5/31/16.	achieving basic o	ninimum of 5% by	Measure 1.1c: Increase % students achieving basic or above on Science assessment by a minimum of 5% by end of grant period, 5/31/16.
Goal 2: To enhance	e the environment	al knowledge of sti	idents and teachers,
Objective 2.1: Increase environmental	content in classroo	m instruction acros	s all grade levels, K – 12.
Measure 2.1a: % students who demon environmental knowledge will increase 20% by end of grant period, 5/31/16.	strate improved	Measure 2.1b: % environmental kn	teachers who demonstrate improved owledge will increase a minimum of ant period, 5/31/16.
Goal 3: To fo	oster community-	wide environmenta	i stewardship.
Objective 3.1: Improve community community community	ommitment to envi	ronmental protection	n and stewardship.
Measure 3.1a: Student commitment to protection / stewardship will increase a by end of grant period, 5/31/16.	o environmental	Measure 3.1b: T	eacher commitment to environmental ardship will increase a minimum of 25%

The purpose of evaluation is to develop and implement a strategy to collect / report data that facilitates feedback and promotes ongoing improvement. CDF will select an evaluation team with expertise to:

- Understand the challenges of public education and environmental education in high-needs schools.
- Conduct outcome examinations and produce reports on school-based improvement programs.
- Select and implement methodologies appropriate to the design of the project to be evaluated.
- Design data collection instruments (surveys, focus groups, observations) to meet reporting requirements and generate reliable results throughout a multi-year project across multiple sites serving multiple stakeholders.

Data Collection: Evaluation will include assessment of structural / operational components, outcomes and performance indicators. Results will be aggregated by the project and disaggregated by school complex. The Project Director will supervise data collection using tools developed by the evaluation team, including:

- 1. Student environmental awareness and priority surveys:
- 2. Teacher environmental awareness and priority surveys;
- 3. Student achievement results on state-administered academic content exams; and
- 4. Site visits (including program observations, focus groups, stakeholder interviews).

Administrator observations will monitor the integrity of project implementation in schools. Qualitative observations by teachers will track student progress during programming. Reporting & Feedback: Analysis of data will be extensive to ensure feedback that facilitates program improvement; evaluators will report all findings to the Project Director, Task Force and public to inform data-driven decisions. Quarterly, Mid-Year and Annual Performance Reports (as required by EPA) and monthly progress monitoring / feedback meetings will help grant administrators make data-driven decisions to improve Mauka to Makai.

1. Timeline

Mauka to Makai							
1	Timeline (June 1, 2014 to May 31, 2016) Year 1 Year 2						
Ongoing Activities	9 Tancher and student requirements						
Quarter 1	 Inform stakeholders of grant award Assume fiscal management of funds Convene Advisory Board Review evaluation plan / gather baseline data Establish partnership coordination Schedule Field Experiences, Professional Development, Career Development events Prepare Community Projects (EPA subgrantee) request for proposals Submit required quarterly report to EPA 	 Implement student Field Experiences Implement Professional Development Implement Career Development Implement Community Projects (EPA subgrants) and monitor sub-grantee progress Convene Advisory Board Collect Year 2 baseline data Submit required quarterly report to EPA 					
Quarter 2	 Implement student Field Experiences Implement Professional Development Implement Career Development Open competitive Community Projects (EPA sub-grants) request for proposals Convene Advisory Board Conduct Evaluation Site Visit Submit required mid-year report to EPA 	 Implement student Field Experiences Implement Professional Development Implement Career Development Implement Community Projects (EPA subgrants) and monitor sub-grantee progress Convene Advisory Board Conduct Evaluation Site Visit Submit required mid-year report to EPA 					
Quarter 3	 Implement student Field Experiences Implement Professional Development Implement Career Development Review competitive Community Projects (EPA sub-grants) applications and award sub-grants Convene Advisory Board Submit required quarterly report to EPA Implement student Field Experiences 	Implement student Field Experiences Implement Professional Development Implement Career Development Implement Community Projects (EPA subgrants) and monitor sub-grantee progress Convene Advisory Board to discuss sustainability and replicability Submit required quarterly report to EPA Complete student Field Experiences					
Quarter 4	 Implement Professional Development Implement Career Development Implement Community Projects (EPA subgrants) and monitor sub-grantee progress Collect year-end evaluation data Convene Advisory Board Conduct Evaluation Site Visit Submit required year-end performance report 	 Complete Professional Development Complete Career Development Complete Community Projects (EPA subgrants) and evaluate sub-grantee progress Convene Advisory Board to discuss sustainability and replicability Conduct Evaluation Site Visit Collect final grant evaluation data Submit Final Performance Report to EPA 					

2. Logic Model

	<u></u>	Mauka to	Makai			
Logic Model						
Goals	Objectives	Activities ·	Outputs	Outcomes		
Goal 1: To increase student achievement in Hawaii Island schools.	Objective 1.1: Improve student performance on state-administered academic assessments. Objective 1.1: Improve ('Imiloa Astronomy Center, Kohala Watershed Project, Reef Teach, NOAA Excursions) Professional Development ('Imiloa Astronomy Center, Kohala Watershed Project, Reef Teach, NOAA Excursions,		 Increased student participation in environmental education linked to study of local natural ecosystems and resources Improved teacher content knowledge and pedagogy skills 	 Increase % students achieving basic or above on reading / ELA assessment Increase % students achieving basic or above on Math assessment Increase % students achieving basic or above on Science assessment Improved academic achievement will increase student access to future postsecondary education and career opportunities 		
Goal 2: To enhance the environmental knowledge of students and teachers.	Objective 2.1: Increase environmental content in classroom instruction across all grade levels, K-12.	Monk Seal Foundation) Field Experiences ('Imiloa Astronomy Center, Kohala Watershed Project, Reef Teach, NOAA Excursions) Career Development (American Association of University Women)	• Students will expand awareness of diverse environmental topics linked to mountain to sea ecosystems and local, regional and national priorities • Students will broaden awareness of future environmental	Students will demonstrate improved environmental literacy and knowledge Students will consider new postsecondary education and career options that promote effective and informed environmental stewardship Teachers will demonstrate improved environmental literacy and knowledge		
		Professional Development ('Imiloa Astronomy Center, Kohala Watershed Project, Reef Teach, NOAA	study and career opportunities Teachers will integrate environmental content in classroom instruction			

Goal 3: To foster community-wide environmental stewardship.	Objective 3.1: Improve community commitment to environmental protection and stewardship.	Excursions, Monk Seal Foundation) Community Projects (EPA sub-grants to be determined) Field Experiences ('Imiloa Astronomy Center, Kohala Watershed Project, Reef Teach, NOAA Excursions) Career Development (American Association of University Women) Professional Development ('Imiloa Astronomy Center, Kohala Watershed Project, Reef Teach, NOAA Excursions, Monk Seal Foundation) Community Projects (EPA sub-grants to be determined)	• Students will participate in local environmental stewardship initiatives • Teachers will participate in local environmental stewardship initiatives • Families and community members will participate in local environmental stewardship initiatives • Schools will establish new partnerships with local and regional environmental / resource-based agencies and organizations	• Increased student commitment to environmental protection / stewardship will result in informed, environmentally responsible decisions • Increased teacher commitment to environmental protection / stewardship and education will result in informed, environmentally responsible decisions • Strengthened connections between schools and community partners will improve learning resources in targeted schools and complexes • Increased family and community engagement in environmental protection / stewardship and education will result in informed, environmentally responsible decisions • Community Projects will promote community engagement in environmental initiatives
				and promote expansion of local stewardship projects.

3. Programmatic Capability and Past Performance

Organizational Experience: Children's Defense Fund possesses the resources, expertise and experience to implement a successful EPA Environmental Education Model Grant and efficiently manage federal funds in compliance with all applicable regulations. Implementation of the project will be coordinated by Dr. Thomas Maridada, Director of Education Policy, Practice and Strategic Initiatives (resumes available upon request) and managed by Lilinoi Grace, CDF Hawaii Director of Freedom Schools. The Children's Defense Fund Accounting Department will oversee the expenditure of funds (and disbursement of required sub-grants) in a timely and efficient manner that meets the goals and objectives of the project while adhering to appropriate fiscal regulations identified by the funding agency. CDF participates in an annual audit conducted by an external, fully licensed accounting firm.

Children's Defense Fund possesses substantial experience implementing federal, state and foundation education grants. The organization has not previously applied for nor received an Environmental Protection Agency grant, however, the CDF has successfully administered several United States Department of Education discretionary education grants and many state and federal grants. CDF has fully met all implementation, fiscal management and reporting requirements for all funded state, federal and private grants, including the following U.S Department of Education projects:

- Minnesota 21s Century Community Learning Center grant
- Native Hawaiian Education grant (two grants)
- Innovative Approaches to Improving Literacy grant (three grants)

CDF Freedom Schools Program: Launched by the Children's Defense Fund in 1995, the CDF Freedom Schools initiative is proudly inspired by a prominent American Civil Rights Movement effort - the Mississippi Freedom Summer Project of 1964. Visionary Civil Rights leaders initiated the Mississippi Freedom Summer Project to provide Black students and disenfranchised adults with educational, social and political empowerment opportunities that were unavailable in segregated Mississippi public schools and communities. The Mississippi Freedom Summer Project of 1964 created community learning centers - Freedom Schools - that invigorated disadvantaged Black Americans and communities and equipped them with the skills and resources to overcome institutionalized oppression and attain basic citizenship rights. Organizers of the Mississippi Freedom Summer Project of 1964 recognized the need for enhanced educational opportunities for underserved youth and invested in community support by creating centers of learning and social growth that benefited all facets of disadvantaged communities. Freedom Schools were the foundation of education efforts in Civil Rights Era Mississippi and their broad goals continue to inspire the current Children's Defense Fund Freedom Schools initiative. Today, CDF Freedom Schools annually serve more than 9,600 children in 84 cities and 29 states. Since 1995, over 90,000 children have attended Freedom Schools, more than 9,000 college students have provided literacy and academic instruction and 2,000 adult site coordinators and project directors have been trained to administer effective programs that include the following key components:

Component	CDF Freedom Schools®			
Academic Enrichment	• Daily instruction guides <i>Freedom School</i> students through literacy-based explorations of fiction, nonfiction, poetry and journalism to develop reading competencies linked to all core academic subjects. <i>Freedom Schools</i> implement a proprietary Integrated Reading Curriculum that infuses literacy development with			
Social Action and Civic Engagement	• Freedom School students from underserved communities engage in diverse social and civic programs to increase student perseverance, nurture individual tenacity and increase civic responsibility. Educators encourage students to explore the problems facing their communities and engage participants in the civic process through CDF Freedom Schools' National Day of Social Action activities, service learning and community outreach events. The social action and civic engagement component of the Freedom Schools model teaches youth to engage in community service and social justice advocacy while building self-esteem and cultural pride.			
Service Learning	• Freedom Schools include service learning experiences for all students to reinforce the importance of civic engagement, community empowerment and compassion. While service learning projects may take many forms (single-experience events to multi-day commitments to ongoing community projects) all students attending summer programs participate in service learning activities that develop leadership, teamwork and citizenship skills. Service learning projects focus on environmental projects, social support projects, education projects and other community-based improvement efforts. The Children's Defense Fund and partner education agencies are committed to the development of both academically successful students and socially responsible citizens.			
Parent / Community Engagement	• Parents and family members are important education advocates. Freedom Schools offer parents and families the support and skills they need to help their children succeed. Freedom School initiatives engage parents through shared learning experiences, cultural arts events, service learning outings and college awareness programs. Family and community members are encouraged to participate in all aspects of the Freedom School experience to strengthen family and community commitment to education.			

Implementation of *Mauka to Makai* will allow the Children's Defense Fund and partners to revitalize the *Freedom School* effort by enhancing the basic foundation of summer learning programs with 21st Century education practices and the infusion of an environmental education focus aligned to the local and regional environmental priorities of Hawaii (and EPA Education / Environmental Priorities). Collaborating Hawaii public schools will benefit from instructional improvement and student enrichment to greatly enhance the quality of education delivered to low-income, low-performing Big Island youth.

Staff Expertise / Qualifications: Management of Mauka to Makai will be a collaborative effort linking CDF and partner organizations with elementary, middle and high schools from three Hawaii Island public school complexes. Mauka to Makai will be guided by the following key management personnel:

- Project Supervisor: Dr. Thomas Maridada, CDF Director of Education Policy, Practices and Strategic Initiatives, will serve as Project Supervisor. Dr. Maridada possesses degrees in Educational Leadership and Policy Studies, has served as superintendent / turnaround specialist in two urban school districts and was named 2008 Michigan Superintendent of the Year. He will provide daily supervision to the Mauka to Makai Project Director and ensure full compliance with all EPA implementation, fiscal management and reporting regulations.
- Project Director: Lilinoi Grace, CDF Director of Hawaii Freedom Schools, will coordinate the daily implementation of Mauka to Makai. Ms. Grace possess a Master of Education degree and has implemented numerous education programs including postsecondary education recruitment, outreach and early literacy initiatives. Ms. Grace currently administers three STEM and Hawaiian Culture summer and afterschool Freedom Schools on the Big Island of Hawaii.

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4. Letters of Commitment



January 29, 2014

Lilinoi Grace Project Director CDF Freedom Schools Hawaii KOA Program 81-6633 Alalani Street Kealakekua, HI 96750

Dear Ms. Grace,

I am writing to express our interest in partnering with the Children's Defense Fund Hawaii Freedom Schools to implement an EPA Environmental Education Model Grant. The Kohala Center - an independent, community-based center for research, conservation and education - provides island residents with greater access to education and employment opportunities by caring for Hawai'i Island's natural and cultural landscape.

The Kohala Center is excited to offer students, families and educators opportunities to engage in environmental education efforts that promote the protection and integrity of sensitive natural resources and environments. Participation in Reef Teach will expose students, families and educators to the natural history and science of coral reef habitats and build a team of volunteers engaged in ongoing public outreach to expand community knowledge of Hawai'i's unique marine ecosystems.

We look forward to working with your organization to improve environmental education opportunities for Hawaiian youth, families and educators. Together our efforts will increase community participation in vital resource stewardship projects.

Sincerely,

Matthews M. Hamabata, Ph.D.

President & C.E.O.

'IMILOA

600 limiloa Piace Hilo, Hawarii 96720

(808) 969-9700 tel (808) 969-9748 fax www.miloanawali.org

January 29, 2014

Lilinoi Grace Children's Defense Fund Freedom Schools Hawaii KOA 81-6633 Alalani Street Kealakekua, HI 96750

Dear Ms. Grace,

I am writing to express our interest in partnering with the Children's Defense Fund Hawaii Freedom Schools to implement an EPA Environmental Education Model Grant. 'Imiloa Astronomy Center and University of Hawaii provide island residents and visitors with a place of lifelong learning that links science, astronomy, culture and career development to improve the quality of life for the people of Hawaii Island and safeguard its natural and cultural resources.

The 'Imiloa Astronomy Center is excited to offer students, families and educators opportunities to engage in environmental education efforts that highlight the Summit To Sea resources and environments of Hawaii:

Partnership activities will include student learning excursions to the 'Imiloa Astronomy Center to study high elevation ecosystems, the impact of climate change on habitat and species and the human footprint on the Hawaiian landscape. Learning and teacher resources available through 'Imiloa and the University of Hawaii, Hilo and the Institute for Astronomy will help link the study of native Hawaiian environments from Summit to Sea.

We look forward to working with your organization to improve environmental education opportunities for Hawaiian youth, families and educators. Together our efforts will increase community participation in vital resource stewardship projects.

Sincgrelly,

Ka'iu Kimura

Executive Director



AAUW-Kona Branch P. O. Box 390487 Keauhou, HI 96739

To Whom It May Concern:

The Kona Branch of the American Association of University Women would like to express our support for the educational outreach efforts of the Children's Defense Fund. We focus on STEM education for girls, but fully support hands-on learning in these vital areas for all children. The 2014 Freedom Schools Hawaii KOA program will offer opportunities for young people to experience the excitement of STEM education, and they will also learn about the consequences of personal choices as those choices impact our environment.

While our role has not yet been defined, AAUW plans to assist CDF with this summer program in any way possible. We have a membership of 90 college-educated, mostly retired women who enjoy sharing their skills and career stories. Our own GEMS program (Girls Exploring Math and Science) hosts fifth-grade girls annually for exactly this purpose. This year our attendance was 325 girls. With a decade of experience hosting GEMS, we feel qualified to assist CDF in their program and to contribute in a meaningful way to the good work they will be doing.

Respectfully,

Jamie Pardau
Jamie Pardau
President, AAUW-Kona

THE CHILDREN'S DEFENSE FUND

STATEMENT OF POLICY AND GUIDELINES REGARDING COMPLAINTS BY OFFICERS, EMPLOYEES INTERNS AND VOLUNTEERS

A. Statement of Policy

It is the policy of The Children's Defense Fund ("CDF") to maintain the highest standards of conduct and ethics and to comply with all state and federal laws, including those concerning the treatment of officers, employees, interns and volunteers who report fraudulent or dishonest conduct.

Federal law prohibits retaliation against any officer, employee, intern, or volunteer for providing information about an activity which that person believes to be fraudulent or dishonest with the intent or effect of adversely affecting the terms or conditions of the person's employment, work or association with CDF. It is the policy of CDF that any officer, employee, intern or volunteer of CDF who has information about possible fraudulent or dishonest activity or use or misuse of CDF's resources or property by management, staff, or volunteers can make that information known to CDF's Chairman of the Board, President, Chief Financial Officer, or General Counsel without retaliation or fear of retaliation concerning the terms or conditions of their employment, work or association with CDF.

CDF must use its best efforts to protect officers, employees, interns and volunteers against any form of retaliation in connection with their reporting of any fraudulent or dishonest conduct pursuant to federal and/or state law and this policy. It is also the policy of CDF to promptly investigate any complaint of retaliation and take appropriate corrective action if allegations of retaliation are substantiated.

These Fraudulent or Dishonest Conduct Reporting Guidelines (the "Guidelines") reflect the practices and principles of behavior that support this commitment. CDF expects every employee, officer, intern and volunteer to read and understand these Guidelines and their application to the performance of his or her responsibilities.

B. Definitions

<u>Baseless Allegations</u>: allegations made with reckless disregard for their truth or falsity. Claimants making such allegations may be subject to disciplinary action by CDF and/or legal claims by individuals accused of such conduct.

<u>Fraudulent or Dishonest Conduct</u>: a deliberate act or failure to act with the intention of obtaining an unauthorized benefit. Examples of such conduct include, but are not limited to:

- Forgery or alteration of documents;
- Unauthorized alteration, access, transference or manipulation of computer files;
- Fraudulent financial reporting;
- Pursuit of a benefit or advantage in violation of CDF's conflict of interest policy;
- Misappropriation or misuse of CDF resources, such as funds, supplies, data, intellectual property, or other assets;
- Authorizing or receiving compensation for goods not received or services not performed; and
- authorizing or receiving compensation for hours not worked.

<u>Claimant</u>: an officer, employee, intern or volunteer who informs a director, supervisor, the Chairman of the Board, President, Chief Financial Officer, or General Counsel about an activity relating to CDF which that employee believes to be fraudulent or dishonest.

C. Reporting Guidelines

CDF will investigate any possible fraudulent or dishonest use or misuse of CDF resources or property by management, staff, intern or volunteer. CDF will take appropriate action against anyone found to have engaged in fraudulent or dishonest conduct, including disciplinary action by CDF or civil or criminal prosecution when warranted.

All CDF employees, officers, interns and volunteers are encouraged to report possible fraudulent or dishonest conduct pursuant to the procedures set forth in the next section.

D. Reporting Procedures

A claimant with concerns about possible fraudulent or dishonest conduct or use or misuse of CDF resources or property should report such concerns to his or her director or supervisor. If for any reason a claimant finds it difficult to report his or her concerns to a director or supervisor, the claimant can report it directly to the: (1) General Counsel; (2) Managing Director; (3) Chief Financial Officer; (4) President; (5) Chairman of the Board; or (6) Director of Human Resources. The names of the current persons in these positions and their contact information are attached to this document.

Claimants are encouraged to report their concerns verbally so that the director, supervisor or other person receiving the complaint can ask clarifying questions in order to ensure that the concern is fully understood. If the concern is communicated in writing, the claimant should ensure that the concern is described in sufficient detail. Less than a thorough understanding may impair any investigation into the concern.

E. Rights and Responsibilities

1. Managers and Supervisors

Directors or supervisors are required to report suspected fraudulent or dishonest conduct to the Chairman of the Board, President, Chief Financial Officer, or General Counsel. In addition, directors or supervisors are responsible for maintaining a system of management controls to detect and deter fraudulent or dishonest conduct. Failure by a manager or supervisor to establish management controls or report misconduct within the scope of these Guidelines may result in adverse personnel action against the director or supervisor, up to and including dismissal. Reasonable care should be taken in dealing with suspected misconduct to avoid:

- § baseless allegations;
- § premature notice to persons suspected of misconduct and/or disclosure of suspected misconduct to others not involved with the investigation; and
- § violation of a person's rights under law.

Accordingly, a director or supervisor who becomes aware of suspected fraudulent or dishonest conduct:

- should not contact the person suspected to further investigate the matter or demand restitution;
- should not discuss the case with anyone other than the Chairman of the Board, President, General Counsel, Managing Director; Chief Financial Officer or Director of Human Resources;
- should not report the case to an authorized law enforcement officer without first discussing the case with the General Counsel;
- should direct all inquiries from any attorney to the General Counsel;
 and
- should direct all inquiries from the media to the General Counsel or the President.

2. <u>Protection for Claimants</u>

cDF will use its best efforts to protect claimants against retaliation, as described below. Complaints will be handled with sensitivity, discretion and confidentiality to the extent allowed by the circumstances and the law. Generally, this means that complaints will only be shared with those who have a need to know so that CDF can conduct an effective investigation, determine what action to take based on the results of any such investigation and, in appropriate cases, with law enforcement personnel. Should disciplinary or legal action be taken against a person or persons as a result of a complaint, such persons may have a right to know the identity of the claimant.

CDF officers and employees may not retaliate against a claimant for informing management or the Board about an activity which that person believes to be fraudulent or dishonest with the intent or effect of adversely affecting the terms or conditions of the claimant's employment or work including, but not limited to threats of physical harm, loss of job, punitive work assignments, or impact on salary, wages or other compensation. Claimants who believe that they have experienced retaliation by CDF officers or employees may file a written complaint with the General Counsel. Any complaint of retaliation will be promptly investigated and appropriate corrective measures taken if allegations of retaliation are substantiated.

This protection from retaliation is not intended to prohibit any CDF officer, director or supervisor from taking action, including disciplinary action, against an employee, intern or volunteer in the usual scope of their duties and based on valid performance-related factors.

F. Contacts

Questions related to the interpretation of these Guidelines should be directed to the General Counsel.

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Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

- Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
- 2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
- Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
- Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
- 5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
- 6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the

- basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination of the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (i) the requirements of any other nondiscrimination statute(s) which may apply to the application.
- 7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
- Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Standard Form 424B (Rev 4-2012)

- 9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally-assisted construction subagreement.
- 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in flood plains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

- 12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1271 et seq.) Related to protecting components or potential components of the national wild and scenic rivers system.
- 13. Will assist the awarding agency in assuring compliance will Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) Pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) Which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

APPLICANT ORGANIZATION

Children's Defense Fund

TITLE

National Director of Education Policy, Practice and Strategic Initiatives

DATE SUBMITTED

05/22/2014

• .		• • •		
Preaward Compliance Review Report for All Applicants and Recipients Requesting EPA Financial Assistance Note: Read instructions on other side before completing form.				
I. Applicant/Recipient (Name, Address, State, Zip Coo	de).	DUNS No.		
Children's Defense Fund, 25 E Street, NW,		098687320		
II. Is the applicant currently receiving EPA assistance?				
	plaints pending against the applicant/recipient that allege disc	rimination based on race		
color, national origin, sex, age, or disability. (Do n instructions on reverse side.) None	ot include employment complaints not covered by 40 C.F.R.	Parts 5 and 7. See		
discrimination based on race, color, national origin, action taken. (Do not include employment compla	plaints decided against the applicant/recipient within the last , sex, age, or disability and enclose a copy of all decisions. Pl ints not covered by 40 C.F.R. Parts 5 and 7. See instructions	lease describe all corrective		
None		2		
	nt/recipient conducted by any agency within the last two years sed on the review. Please describe any corrective action taken			
VI. Is the applicant requesting EPA assistance for new Yes ✓ No	construction? If no, proceed to VII; if yes, answer (a) and/or	(b) below.		
. If the grant is for new construction, will all new facilities or a accessible to and usable by persons with disabilities	s? If yes, proceed to VII; if no, proceed to VI(b). Yes facilities or alterations to existing facilities will not be readily	No		
	tinuing notice that it does not discriminate on the basis of race	e, color, national origin, sex, lo		
a. Do the methods of notice accommodate those with impaired vision or hearing? \(\frac{\text{Yes}}{\text{NO}} \) b. Is the notice posted in a prominent place in the applicant's offices or facilities or, for education programs and activities, in appropriate periodicals and other written communications? \(\frac{\text{Yes}}{\text{NO}} \) c. Does the notice identify a designated civil rights coordinator? \(\frac{\text{Yes}}{\text{NO}} \) VIII.* Does the applicant/recipient maintain demographic data on the race, color, national origin, sex, age, or handicap of the population it serves?				
(40 C.F.R. § 7.85(a)) Yes		or the population it serves?		
<u>. Ye</u> s	re for providing access to services for persons with limited En			
IX.* Does the applicant/recipient have a policy/procedur (40 C.F.R. Part 7, E.O. 13166) Yes	re for providing access to services for persons with limited En	nglish proficiency?		
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EPA Form 4700-4 (Rev. 04/2009). Previous editions are obsolete.

NE-99717701-0

to OCR 6/27/14

DISCLOSURE OF LOBBYING ACTIVITIES

Approved by OMB 0348-0046

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352 (See reverse for public burden disclosure.)

2. Status of Federal Action: 3. Report Type: 1. Type of Federal Action: a. contract a. bid/offer/application a. initial filing b. grant b. initial award b. material change c. post-award For Material Change Only: c. cooperative agreement d. loan _quarter_ e. loan guarantee date of last report f. loan insurance 4. Name and Address of Reporting Entity: 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Subawardee X Prime Tier ______ if known: Children's Defense Fund 25 E Street, NW Washington DC 20001-1522 Congressional District, if known: Congressional District, if known: 6. Federal Department/Agency: 7. Federal Program Name/Description: Environmental Education Model Grants - Solicitation Notice for 2013 **Environmental Protection Agency** CFDA Number, if applicable: 66.951 8. Federal Action Number, if known: 9. Award Amount, if known: b. Individuals Performing Services (including address if 10. a. Name and Address of Lobbying Registrant different from No. 10a) (if individual, last name, first name, MI): (last name, first name, MI): N/A N/A 11. ation requested through this form is authorized by the control of fact 1352. This disclosure of lobbying activities is a material representation of fact Signature: Print Name: Dr. Thomas G. Maridada, H upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for Title: National Director of Education Policy, Practice and Strategic Initiatives public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less that \$10,000 and not more than \$100,000 for Telephone No.: 800-233-1200 Date: each such fallure. Authorized for Local Reproduction Federal Use Only: Standard Form LLL (Rev. 4/2012



EPA Project Control Number

CERTIFICATION REGARDING LOBBYING

CERTIFICATION FOR CONTRACTS, GRANTS, LOANS AND COOPERATIVE AGREEMENTS

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including sub-contracts, sub-grants, and contracts under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31 U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

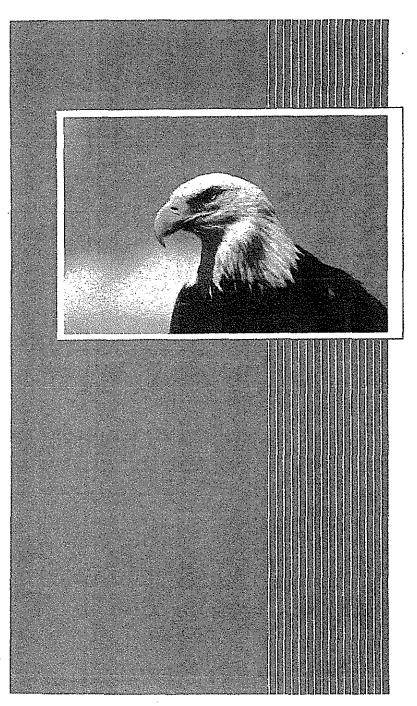
Dr. Thomas G. Maridada, II, National Director of Education Policy

Typed Name & Title of Authorized Representative

05/22/2014

Signature and Date of Authorized Representative

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Environmental Protection

Agency

Grant Management Training for Non-Profit

Applicants and Recipients

I affirm I have completed the above training.

Lilinoi K. Grace

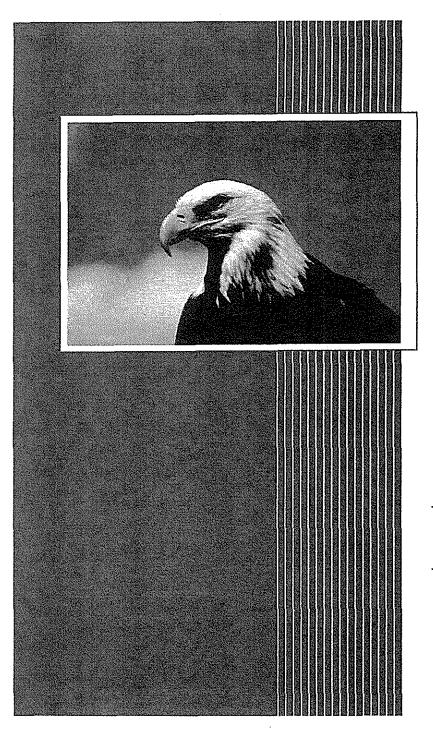
Name

Project Director

Title

To be returned with your award document.





Environmental Protection

Agency

Grant Management Training for Non-Profit

Applicants and Recipients

July 28, 2014

I affirm I have completed the above training.

Lilinoi K. Grace

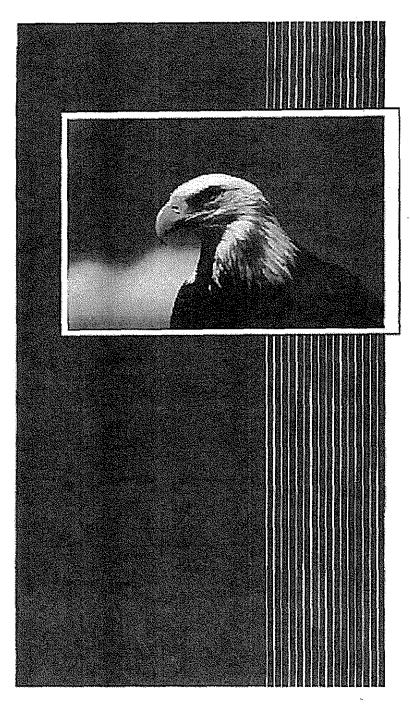
Name

Project Director

Title

To be returned with your award document.





Environmental Protection

Agency

Grant Management Training for Non-Profit

Applicants and Recipients

June 25, 2014

I affirm I have completed the above training.

Shona Be	://		
Name			

Controller

Title

To be returned with your award document.



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